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ABSTRACT

This book examines research about trends affecting public school diversity, improvement, and choice. It finds that schools with socioeconomically and racially diversified student bodies are more effective learning communities than schools that are poverty-concentrated and racially homogenous; public school choice implemented via the controlled choice method of student assignment, with enrollment fairness guidelines for schools in student attendance zones consisting of pluralistic populations and several school sites equitably available to all zone residents, is the best way to achieve diversified student bodies; and whole school change with a focused curriculum for all is a more effective learning environment than magnet school attractor programs within schools that are not available to all students. After an introduction, the chapters "Principles and Assumptions of Controlled Choice"; "Lee County: A Success Story in Controlled Choice"; "Controlled Choice in Cambridge"; "Elements of Effective Parent Information Centers"; "Effective Instructional Programs"; "The Relationship between Student Body Diversity and Student Achievement"; "Multiracial, Attractive City Schools: Controlled Choice in Boston"; "Race, Socioeconomic Status, and Academic Achievement: An Analysis of Their Interactive Effects"; and "Conclusions." Three appendices contain a legal memorandum, memorandum on transportation, and memorandum by the authors regarding ways to create an effective Controlled Choice Plan. (SM)

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